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blic District School Board Writing Partnership

English

Course Profile

English

Grade 12
Workplace Preparation
ENG4E

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

BED-5128 OHEC

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Associations
English Language Arts Network (ELAN)

Course Overview
English, ENG4E, Grade 12, Workplace Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*
Prerequisite: English, ENG3E Grade 11, Workplace Preparation

Course Description

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures, write summaries, reports, resumes, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

Course Notes

This course provides opportunities for students to gain the knowledge and communication skills necessary for the workplace and in their everyday lives. The course begins with a focus on the student's personal knowledge, attitudes and experiences and then broadens to a study of global issues. Throughout this course, the overall and specific expectations are designed to prepare graduating students, not only for life in the workplace, but also as citizens of their communities both locally and globally.

The main emphases of this course are literacy, critical thinking, and communication skills. Students are required to write summaries, reports, short essays, and résumés. Reading activities include various forms of reading, including informational and literary texts such as, novels, plays, and poetry. There is a strong emphasis on oral skills as communication tools, and as a support for reading and writing. Media is a very important component of this course because it is an excellent vehicle through which critical thinking skills are gained. Students analyse, interpret, and create different media forms with an emphasis on audience and media industry practices.

It is important for teachers of this course to work in conjunction with teachers in other program areas. Partnerships with guidance/career education, cooperative education and special education staff contribute to the success of this course. Resource documents such as *Choices into Action* and *Live Safe, Work Smart* are valuable documents to use throughout the course in conjunction with the other resources mentioned in the Course Profile. The community is also a very valuable resource for many activities outlined in this Course Profile. Computer skills are embedded throughout the units in order to reinforce the skills required in the workplace. This Course Profile may also be adapted to meet the needs of adult learners.

This course complements other subject areas and, therefore, the intention is that this course may be used as part of a packaged program for some students. It is also a course that lends itself to integration with other subject areas such as science, history, social science, and career studies.

Units: Titles and Time

* Unit 1	Rights and Issues	30 hours
Unit 2	Stereotypes	20 hours
Unit 3	Future Opportunities	30 hours
Unit 4	Global Issues	30 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Rights and Issues

Time: 30 hours

Unit Description

This introductory unit uses health and safety concerns as a context for developing the communication skills for the workplace. This unit examines health and safety concerns as they relate to students on a personal level. This unit also looks at workers' rights and their responsibilities in maintaining a workplace environment that is ethical and free from discrimination and harassment. Investigating the role of legislation and unions in maintaining the work environment is also an important aspect of the course. Students finish the unit by completing a culminating activity based on one of the issues studied.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
1.1 How Safe is Your Workplace? 8 hours	LS1.03, WRV.01, WR1.01, WR1.04, LA1.02, LA1.03	Thinking/ Inquiry Communication Application Observation checklist Writing rubric Feedback or oral presentation rubric Technical writing rubric	Examination of workplace health and safety issues through discussion and viewing of video clips Introduction of culminating activity for Unit 4 Comparison and/or contrast of prior experiences with health and safety in the workplace using a Venn diagram Development of comparison and/or contrast paragraph using material collected in Venn diagram Use of reading strategies, note taking and research skills to investigate types of health and safety regulations in the workplace Development of interview questions regarding health and safety in the workplace Role play of interview to examine, develop and practise interview skills Use of research skills to complete technical writing task of formulating a bulletin of health and safety regulations for the workplace

Cluster	Learning Expectations	Assessment	Focus
1.2 Know Your Rights and Be Ethical 10 hours	LS1.03, WR1.02, LAV.02, LA2.02, MD1.04, MD2.01, LA1.01, LA2.03	Thinking/ Inquiry Knowledge/ Understanding Application Communication Writing rubric Checklist Visual representation rubric	Discussion of ethics through personal experience as well as in the workplace Introduction of student glossary with terms: ethics, discrimination, and harassment Discussion in groups of codes of ethics in workplaces Comparison and contrast of priorities of jobs using graphic organizer Reading and discussion of report on ethics Composition of a journal entry Mind map discussion with terms: discrimination and harassment Reading and discussion of story or article on discrimination and harassment Introduction to Employment Standards Act or Ontario Human Rights Code and discussion of the people contacted when a rights violation occurs Analysis of rights violated in a real or fictitious scenario followed by writing of a summary report analysing rights Group discussion of rights addressing discrimination and harassment in the workplace Generation of interview questions for contacts of right violations Review and use of note taking in interview with guest speaker Composition of a journal entry Creation of poster to illustrate problems associated with discrimination, harassment or ethics in the workplace
1.3 You Be the Judge 5 hours	LS1.03, WRV.03, WR2.03, LAV.01, LA2.01, LA2.05	Knowledge/ Understanding Communication Application Letter writing rubric Presentation rubric	Examination of violated laws in case studies of discrimination and harassment Discussion of case studies, summary of content, determination of law violations, recording of decision and supporting details and presentation Formal letter of recognition to worker that expresses regret and understanding of situation Review of format for formal letter writing. Worksheets or textbook exercises on proofreading, editing and revising skills Role play of a case study in the form of a discussion on discrimination and/or harassment in the workplace

Cluster	Learning Expectations	Assessment	Focus
1.4 Putting It All Together 7 hours	WR1.02, WR1.04, WR2.01, WR5.02, MD2.01	Thinking/ Inquiry Communication Knowledge/ Understanding Application Rubric for a culminating product	Case study involving one of the issues in the unit. Choice of culminating activity from the following: series of posters, pamphlet, story board for a commercial, informational page, newsletter, website, interactive display, visual essay or collage

Unit 2: Stereotypes

Time: 20 hours

Unit Description

Students examine and analyse how people from different groups are represented in literature and in various media forms. Students are given the opportunity to identify and explore various forms of stereotypes and non-traditional jobs. Throughout this unit, students gain an understanding of how stereotypes and biases can affect their lives. They apply the knowledge of media practices and the media industry and critical thinking skills to create their own media products. Students are required to write journal responses, reports, and a personal essay as well as to communicate orally through presentations and debates.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
2.1 Imitation of Life 3 hours	LS1.02, LS1.05, LAV.02, LA2.02, WRV.03, WR1.02, WR2.02, WR3.02, MDV.01, MDV.02	Knowledge/ Understanding Thinking/ Inquiry Checklist Anecdotal observation Rating scale Rubric	Introduction to Stereotypes through sitcoms Discussion of stereotypes to ascertain prior knowledge with group definition to be included in glossary Creation of a graphic organizer to record findings: characters' names; positive or negative stereotype according to age, gender, culture, socio-economic status and occupation; physical appearance and personality (traits) Identification and viewing of a sitcom with work-related characters and obvious stereotypes Discussion of observations and findings Preparation of a short report answering questions such as: Why do most sitcoms have stereotypical characters? (stock characters, not enough time) What are these sitcoms revealing about the attitudes of the North American worker? Where do these stereotypes come from? Why are these stereotypes potentially harmful? Creation of a storyboard for a new sitcom, which dispels one of the stereotypes, discussed

Cluster	Learning Expectations	Assessment	Focus
2.2 Ms. Representation 3 hours	LS1.02, LS1.03, LS1.05, WR1.03, WR3.03, WR5.02, LA2.01, LA2.02, MDV.01, MDV.02, MD1.01, MD1.03, MD2.01, MD2.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application Anecdotal observation Checklist Presentation rubric Writing rubric	Gender-Based Stereotypes Analysis of the portrayal of the sexes in each section of the newspaper Discussion and comparison of findings, focusing on the lack of representation of women in a section of the newspaper Creation of a problems and solutions chart. Analysis of the advertisements in the newspaper for concepts such as: gender specific stereotypes, target audience, demographics, social values, advertising techniques Add terms to glossary Recording of findings in a graphic organizer. Comparison of findings with the rest of the class through oral presentation Investigation of the male image through poetry, magazine articles, or short stories Creation of a print advertisement reversing the roles of the sexes for a specific audience (teens, seniors or baby boomers) OR rewriting of a fairy tale changing the sex of the main character for a children's audience
2.3 Attitude Adjustment 4 hours	LA2.01, LA2.04, LSV.01, LSV.02, LSV.03, LS1.05, LS3.02, LS2.02, LA2.04, WRV.02, WRV.03, WRV.04, WR1.01, WR1.03, WR2.02	Knowledge/ Understanding Thinking/ Inquiry Communication Presentation rubric	Non-Traditional Jobs Brainstorming of a list of career fields, labelling them male and female Response to survey re: attitudes about gender-based roles Reflection of attitudes regarding the roles of men and women at work and in relationships Response to poetry based on non-traditional jobs Discussing films such as *Billy Elliott* or *Working Girl* which depict men and women in non-traditional roles OR inviting guests to speak about their careers/jobs in non-traditional roles Research of non-traditional jobs using the Internet, magazine articles, etc. Oral presentation in a poem or interview format

Cluster	Learning Expectations	Assessment	Focus
2.4 Am I Canadian 5 hours	WRV.04, WRV.05, WR1.04, WR3.02, WR4.02, WR5.04, LAV.01, LAV02, LA1.01, LA1.04, LA2.04, LA2.05, MDV.04, MD1.01, MD1.04	Knowledge/ Understanding Thinking/ Inquiry Communication Checklist Essay rubric Debate rating scale Peer/self-assessment	Cultural Stereotypes Discussion of cultural stereotypes and definition of the terms: racism, ethnic, assumption, bias, prejudice, and perception for adding to glossary. Discussion of Canadian identity and culture and how others see Canadians Analysis of Canadians' opinions of Americans in the media: TV, films, magazines, and radio. Review of requirements regarding Canadian content in the National Film Board and the Canadian Radio-television and Telecommunications Commission (CRTC) Oral debate: Do you think the rules are fair and necessary? Review of elements of a personal essay with graphic organizer provided Writing of a short personal essay to answer the following question, using examples from the media to support your opinion: What does being Canadian mean to me? Peer editing of essay throughout writing process
2.5 Spread the Word 5 hours	LA2.04, MDV.01, MDV.02, MD2.01, MD2.02, WRV.01, WRV.02, WR1.02, WR1.04, WR3.03, WR5.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application Test Rubric for culminating product	Assessment of student knowledge and understanding of the Unit 2 using questions such as: What are stereotypes and how do they affect people? How do people learn to make stereotypes? How might you teach them to change their attitudes? What might the media do to reduce stereotypes? Give specific examples from different media What can an individual do? Creation of a product to inform a target audience of positive and negative stereotypes and to recommend solutions. Choice of culminating activity from the following: series of posters, pamphlet, story board for a commercial, informational page, newsletter, website, interactive display, visual essay or collage, but NOT the same product completed in Unit 1

Unit 3: Future Opportunities

Time: 30 hours

Unit Description

Students develop an understanding of their place in the future workforce by examining their personal attributes, community involvement, experiences, and range of skills they bring to the evolving workplace. Investigative study of a wide range of current print and electronic resources directs students to an appreciation of the changing face of the job market. An essential component of this unit is an understanding of the emerging demographic profile, which is shaping the workplace choices of the next generation. Employability skills are emphasized. Students recognize that these transferable skills are the footings upon which their employment futures are constructed. Skills specific to the job search process are revisited with attention to creating a résumé, crafting a successful interview, and circumventing communication barriers. Students use technology to explore the impact of the Internet as a job search tool. As their understanding of the inter-relationship among demography, technology, and personal opportunities develops, students recognize the value of preparing today for tomorrow's workplace.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
3.1 On the Threshold 8 hours	WR1.01, WR1.04, LAV.02, LA2.02, LA2.03	Knowledge/ Understanding Thinking/ Inquiry Checklists Rubrics	Discussion of students' prior work experience Brief descriptions of responsibilities and skills related to: co-op placements; community involvement; volunteering; part-time jobs Creation of board outline with point form notes Clustering of experiences and skills on chart paper; use of predetermined categories linked to job groupings Review of the purpose and format for resume Evaluation of the effectiveness of sample resumes using a checklist, with report of findings to the class Recording of positives and negatives on the blackboard; discussion focused on the essential features of a quality résumé Creation, update or redesign of personal résumé using the computer
3.2 Visiting the E-World 5 hours	LSV.03, LS3.03, LS3.04, WRV.01, WR1.02, LAV.01, LA1.02	Knowledge/ Understanding Thinking/ Inquiry Communication Rubric Checklist Anecdotal chart	Introduction of key vocabulary for the electronic job search, with addition of new terms to glossary started in Unit 1: webpage, home page, search engine, and links Use of pre-selected websites to focus on organizing principles of electronic communication With a partner, access the home page of two specific companies (may be local), and make a comparison, using an organizer Partners use a search engine to access a job database and select two job listings of interest to them; they share their findings in the classroom using the jigsaw strategy

Cluster	Learning Expectations	Assessment	Focus
3.3 That Was Then, This Is Tomorrow 8 hours	LSV.01, LS1.01, LS1.03, LSV.03, LS2.01, LS3.01, LS3.03, LAV.01, LA1.02	Knowledge/ Understanding Communication Checklist Rubric	Future Job Trends Reading of pre-elected print resources that focus on future trends in the workplace Discussion of future trends such as down-aging, ergonomics, technocracy Written description of themselves ten years in the future as members of the workforce Definition of demography with addition to glossary Creation of charts and graphs from information in government publications and websites and discussion of findings Revisiting of job listings selected in Activity 3.2 Writing of supported opinion paragraph explaining why the job will or will not exist in the future
3.4 What's Available for Me? 9 hours	LSV.03, LS3.03, WRV.01, WR1.01, WR1.03, WRV.02, WRV.03, WRV.04, WRV.05, WR2.01, WR3.01, WR3.03, WR4.01, WR4.03, WR4.04, WR5.01, WR5.04	Knowledge/ Understanding Thinking/ Inquiry Communication Anecdotal Checklist Rubric	Report Writing Review of vocabulary and Internet skills from Activity 3.2, highlighting the electronic process Introduction of the report assignment focusing on the organizational features and skills students will use Examination of a sample report about a specific career with emphasis on organization and use of data Research of chosen career for preparation of a written report Use of tracking sheet to record progress as knowledge and skills from earlier activities are used to complete research Provision of on-going teacher observation, monitoring and conferencing to encourage students to work independently to create a draft report Peer editing using checklist. Choice of culminating activity from the following: series of posters, pamphlet, story board for a commercial, informational page, newsletter, website, interactive display, visual essay or collage, but NOT the same product completed in Unit 1 or 2

Unit 4: The Global Community and the Workplace

Time: 30 hours

Unit Description

This unit builds on the knowledge, skills, and insights developed throughout the course and has been designed to be used as the final evaluation for the course. Students expand their knowledge of literature and the workplace by studying a small selection of short stories from a global perspective. Students become familiar with different social and cultural norms, lifestyles, and communities. Students produce a short comparative study based on two short stories. Using this prior knowledge, students look at a specific issue affecting a specific region of the world and determine the impact on the community. Students apply their communication skills, knowledge of the workplace, and its issues to research an issue of their choice. Students organize research, complete a cause and effect analysis, and draw conclusions to determine the impact the issue has had on the community. Using their knowledge of media texts and audiences, students choose the best media forms to organize content and communicate ideas about this issue. Students prepare a two-minute talk explaining their issue's impact and share their exhibits with classmates. Students write a reflective piece evaluating the effectiveness of another student's exhibit.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
4.1 The Eye of the Beholder 7 hours	LSV.01, LSV.02, LS1.02, LS1.03, LS1.05, LS2.02, LS3.02, WRV.03, WRV.05, WR1.02	Knowledge/ Understanding Thinking/ Inquiry Communication Editing checklist Comparison study rubric	Review of short story structure and use of literary devices Addition of terms to glossary Creation of world map to locate origin of stories Reading of selected short stories from around the world that reflect various social, cultural and political perspectives Addition of related terms to glossary, e.g., globalism Exploration of the various texts through brief personal responses making observations about: different/similar opinions, insights, perceptions, values and interpretations Model comparison of two stories using T-chart organizer Three-paragraph comparison study Choice of two stories with similar theme Focusing on: plot, how each author deals with theme and cultural/social differences/similarities Writing process to complete study, with steps to include brainstorm, outline, rough draft, peer editing/revision and good draft

Cluster	Learning Expectations	Assessment	Focus
4.2 Passport to New Perspectives 3 hours	LSV.01, LS1.03, LS1.05, WR1.01	Knowledge/ Understanding Thinking/ Inquiry Anecdotal feedback	Exploration of case studies based on issues affecting a specific community, e.g., child labour in third world countries Development of questions to determine the type of impact (social, cultural, economic) this issue has had on the community Completion of a cause and effect organizer in groups to determine issue's impact on community Brainstorming of other possible issues to be used for an independent study (political, cultural, social, human rights, environmental)
4.3 My Next Destination 4 hours	WRV.01, WR1.02, LAV.01, LAV.02, LA1.03, LA2.01, LA2.03, LA2.04, LA2.05	Knowledge/ Understanding Thinking/ Inquiry Communication Peer evaluation checklist Oral presentation rubric	Preparation of a proposal according to criteria (choice of issue, region, investigative framework, background) Presentation of proposal to be shared orally and peer evaluated and edited Oral presentation of proposal to teacher
4.4 Spread the Word 9 hours	LSV.01, WRV.01, WR1.01, WR1.02, WR1.03, WR3.03, WR5.01, WR5.03, LAV.01, LA1.03	Knowledge/ Understanding Thinking/ Inquiry Communication Works cited Checklist Anecdotal feedback in conference	Research Report Note-taking from various sources Creation of Works Cited page Completion of Cause and Effect organizer demonstrating impact of issue on community Choice by students of most appropriate methods of communication based upon audience and purpose Conferencing with teacher to assess resources, progress, cause and effect organizer and whether language, style and oral/visual techniques are appropriate to audience and purpose
4.5 The World Up Close 7 hours	LS1.02, LS1.05, WRV.02, WR1.02, WR4.01, LAV.01, LAV.02, LA2.01, LA2.03, MDV.01, MDV.02, MD2.01, MD2.02,	Knowledge/ Understanding Thinking/ Inquiry Communication Application Exhibit rubric Reflection rubric	Visual and Oral Presentation Creation of exhibit based on issue with clear purpose, knowledge of issue and clear cause and effect relationships demonstrating the impact of issue on region Choice by students of a minimum of two items from the following list: collage visual essay, series of posters, pamphlet, newsletter, website, or an interactive display, but NOT the same products completed in Units 1, 2 or 3 Preparation of a two-minute talk on issue using a teacher-directed guideline Display of student work in a Gallery Walk

Cluster	Learning Expectations	Assessment	Focus
	MD1.01, MD1.03, MD1.04		Development of a set of criteria to evaluate another exhibit Two-page analysis to determine student learning and effectiveness of presentation

Teaching/Learning Strategies

Students will come to the course with a range of skills and learning strategies they have developed in prior English courses. The teacher provides the students with a wide range of informational, literary and technical reading selections. The teacher also needs to provide the students with the opportunity to write for a variety of purposes.

The teaching/learning strategies in the profile provide a range of written, oral, and performance-based activities.

Written

- Journal
- Written Answers
- Report
- Essay
- Organizer/Chart
- Summary
- Media Log
- Technical Writing
- Interview Questions
- Comparison Paragraph
- Description
- Formal Letter
- Resume

Oral

- Oral Report
- Oral Proposal
- Class/Group Discussion
- Interview
- Debate
- Advertisement
- Conference

Performance

- Multi-media Presentation
- Visual Representation
- Storyboarding
- Pamphlet
- Informational Page
- Website
- Interactive Display
- Exhibit

The use of a glossary is emphasized throughout the course. Students are required to write unknown words and definitions into their own personal glossaries in order to increase their understanding of the vocabulary introduced, as well as create a reference for spelling and meaning of the terms studied in this course.

Students have a choice of how they wish to present their final product for each culminating activity. These choices are repeated throughout the course, with students being required to choose a different format each time. These activities are designed to give students the opportunity to demonstrate the application of their knowledge in a variety of ways. The students are given choices that reflect their own learning style and preferences. Finished products for the culminating activity for Unit 1 will provide exemplars for the students in the following units.

Assessment & Evaluation of Student Achievement

The teacher is responsible for determining how assessment and evaluation methods will be used in the course. It is essential that teachers consider the range of skills, previous experiences, and prior knowledge students bring to the course.

Assessment tasks:

- address learning expectations and tasks;
- are developed from clusters of expectations;
- are fair to all students;
- provide opportunities for students to perform at all levels and in all categories of the Achievement Chart;
- are varied in nature and provide students with choice and opportunities to demonstrate their achievement based on their strengths;
- provide opportunities for self- and peer assessment using checklists and rubrics prior to the teacher's summative evaluation;
- are clearly communicated to students prior to being assessed and evaluated.

Each unit in this course provides for diagnostic, formative, and summative assessments. Diagnostic assessment is used to determine prior skills and knowledge so that teachers may make appropriate choice with regard to learning tasks. Each unit contains formative assessment to allow for practice and improvement. Each unit ends with a similar culminating task that provides students with the opportunity to demonstrate their learning using various forms of communication for different audiences and purposes. These tasks include: poster, pamphlet, a storyboard for commercial, informational page, newsletter, website, interactive display, visual essay and collage. Students will have the opportunity to view good student models and they may choose to use them as exemplars for their next culminating activity task. Teachers may choose to collect these products in a portfolio.

List of Assessment Tools

- checklists (observation and editing)
- rubrics (writing and presentation)
- rating scales
- anecdotal comments/feedback
- Knowledge/Understanding test

Assessment tasks should provide a range of written, oral, and performance-based activities to match the teaching strategies listed in the section above. Anecdotal comments, checklists, rating scales, marking schemes and rubrics should be selected by teachers as appropriate to match the tasks. The developed unit provides a model of how assessment tasks and tools can support teaching and learning.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. Unit 4 is designed to be able to be used as part or all of the final evaluation for the course.

Accommodations

Students enrolled in the Grade 12 Workplace Preparation English course bring a diversity of learning strengths and needs to the classroom. A number of these students may be exceptional learners, whose educational progress is supported by an Individual Education Plan (IEP). To address the range of learner needs, this Course Profile presents variety in the tasks, teaching strategies and assessment methods, which are suggested. The classroom practices encouraged in this Course Profile attempt to enhance learning opportunities for every student. These practices are the foundation upon which the continuum of student learning and development is built. To further support the consolidation of the literacy, critical thinking and communication skills are embedded in this Course Profile; an interdisciplinary package of related curricula could provide opportunities for additional experiential/authentic activities.

Teachers should consult individual exceptional students IEPs for specific recommendations to be followed. The following provides a general list of accommodations that should be considered for use in this course. The developed unit provides examples of how such accommodations can be used to support specific learning activities.

- Special consideration for concerns about speaking publicly (choice of audience size, use of video camera, or audio tape to support progression in speaking to an audience)
- Extended opportunities for rehearsals
- Extended timelines for learning and for completing activities
- Oral testing; use of scribe or computer
- Opportunities for retests
- Charts, graphs, organizers, forms, contracts in lieu of always writing reports

Special provisions will also need to be made for students for whom English is a second language if they are having difficulty with English.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers their resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner. The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Unit 1

Activity: 1.1

Saliani, Dom. *Communicate.* Canada: Nelson, 2001. ISBN 0-17-619718-4

Schaefer, Nancy. *Good Job!* Toronto: Stoddart Publishing Co. Limited, 2000. ISBN 0-7737-6185-3

Live Safe, Work Smart, WSIB Ontario, Workplace Safety & Insurance Board, WSIB Communications Division, 2001. CD and video package included.

Activity: 1.2

Davies, Richard and Glen Kirkland. *Between the Lines 11.* Toronto: Nelson Canada, 2001. ISBN0-17-619706-0

Dawe, Robert and Paul Mallott. *Reference Points: A Guide to Language, Literature and Media.* Toronto: Pearson Education Canada Inc., 2001. ISBN 0-13-019871-4

Duncan, Barry. *Scanning Television: Teachers Resource Binder*

Elliot, Lindsay. "Business Ethics: When Your Conscience Calls the Shots." *Realm Magazine*, Burnaby, BC, Winter 2000/2001.

Employment Standards Act, Ministry of Labour, *Government of Ontario* – http://www.gov.on.ca/LAB/es/ese.http

Hilker, Douglas and Sue Harper. *Foundations of English 11.* Toronto: Harcourt Canada, 2001. ISBN 0-7747-1494-8

Kearns, Susan and Judy Misener. *Expanding Your Horizons: A Career Guide.* Toronto: McGraw-Hill Ryerson Ltd., 1993. ISBN 0-07-551392-7

Ontario Human Rights Code, Ontario Human Rights Commission, *Government of Ontario* – http://www.ohrc.on.ca/english/code/hr.code.shtml

Saliani, Dom. *Communicate.* Toronto: Nelson Canada, 2001. ISBN 0-17-619347-2

Workplace Safety – www.yworker.com

Ontario Human Rights Commission – www.ohrc.on.ca

Ontario Ministry of Labour, Employment Standards – www.gov.on.ca/LAB/in.htm

Equal Opportunity Plan (EOP) – www.equalopportunity.on.ca

Activity: 1.3

Adams, Janice, C. Costello, and S. Naylor. *Reading and Writing for Success Senior.* Toronto: Harcourt Canada, 2000. ISBN 0-7747-1490-5

Ontario Rights Commission – http://www.ohrc.on.ca

Ontario Ministry of Labour, Employment Standards – http://www.gov.on.ca./LAB/in.totm

Equal Opportunity Plan (EOP) – http://www.equalopportunity.on.ca

Activity: 1.4

Dawe, Robert and Paul Malott. *Reference Points*: *A Guide to Language, Literature, and Media.* Toronto: Pearson Education Canada Inc., 2001. ISBN 0-13-019871-4

Hilker, Douglas and Sue Harper. *Foundations of English 11.* Toronto: Harcourt Canada, 2001. ISBN 0-7747-1494-8

Unit 2

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success Senior.* Toronto: Harcourt Canada, 2000. ISBN 0-7747-1490-5

Barry, James and Neil Andersen. *Literature and Media.* Scarborough: Nelson Thomson Learning, 2001. ISBN 0-17-619710-9

Duncan, Barry, et al. *Mass Media and Popular Culture.* Toronto: Harcourt Brace Canada, 1996. ISBN 0-7747-0170-6

Hilker, Doug and Sue Harper. *Foundations of English 11.* Toronto: Harcourt Canada, 2001. ISBN 0-7747-1494-8

National Film Board and Canadian Broadcasting Corporation Regulations

Unit 3

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success Senior.* Toronto: Harcourt Canada, 2000. ISBN 0-7747-1490-5

Misner, Judi. *Expanding Your Horizons: A Career Guide 2/e.* Toronto: McGraw-Hill Ryerson Ltd., 1999. ISBN 0-07-551392-7

Job Futures – www.hrdc-dhrc.gc.ca/JobFutures

Job Profiles – www.jobprofiles.com/

Mazemaster – www.mazemaster.on.ca

Ministry of Education, Ministry of Training, College and Universities – www.edu.gov.on

Statistics Canada – www.statcan.ca

Unit 4

Barry, James. *Global Reading Safari: Reflections in Fiction*. Scarborough: Nelson Canada, 1994. ISBN 0-17-603980-5

Barry, James. *Global Reading Safari: Reflections in World Fiction, A Guide*. Scarborough: Nelson Canada, 1994. ISBN 0-17-603988-0

Joseph, Amanda and Wendy Mathieu. *Viewpoints 11*. Toronto: Pearson Education Canada Inc., 2000. ISBN 0-13-019869-2

Soifer, Eldon. *Ethical Issues 2/e: Perspectives for Canadians*. New York: Broadview Press Ltd., 1996. ISBN 15-5111109-8

Wisdom – http://thinkers.net/Authors_Fiction/Short_Story/

OSS Considerations

Opportunities are identified throughout the course for the use of appropriate technology including software applications and the use of the Internet for research. Connections to career choices and options and to understanding the workplace are also made throughout. The community is emphasized as a resource. Opportunities are provided for anti-discrimination education, especially in the last unit.

Coded Expectations, English, Grade 12, Workplace, ENG4E

Literature Studies and Reading

Overall Expectations

LSV.01 · read and demonstrate an understanding of texts from various countries and cultures, with an emphasis on interpreting and assessing information, ideas, and issues;

LSV.02 · demonstrate an understanding of the elements of a range of forms of fiction, non-fiction, drama, poetry, and informational material;

LSV.03 · identify the elements of style in a variety of informational and literary texts, focusing on how the elements contribute to accurate and coherent communication.

Specific Expectations

Understanding the Meaning of Texts

LS1.01 – use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources (e.g., explore the language and organization of the classified advertisements section of a newspaper from the viewpoint of a consumer; explain orally the information conveyed in graphs and charts; compare different kinds of information in business reports and reference directories from the viewpoint of a prospective employee);

LS1.02 – use knowledge of the elements of fiction, non-fiction, drama, and poetry to understand universal themes and global issues in literary texts (e.g., prepare a report on the problems faced by individuals and families in a selection of short stories; investigate accounts by individuals whose lives have made a positive impact locally, nationally, or internationally on a global issue);

LS1.03 – interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts (e.g., assess the effectiveness of the ending of a story or play in relation to the plot, characters, or theme; make inferences about the values and beliefs of the school community from the stated and implied information in the school code of behaviour; compare articles on similar topics and identify inconsistencies and ambiguities in the texts);

LS1.04 – describe a variety of reading strategies and use them to understand specific texts, with an emphasis on previewing the index and appendices in a book, listing key details included and excluded, using diagrams and charts to clarify meaning, and sorting and categorizing information from texts;

LS1.05 – explain the influence of the personal, cultural, political, and economic values and perspectives of authors and readers on texts and interpretations of texts (e.g., describe their own and others' interpretations of stories about the oppression of children, on themes such as child labour or children in concentration camps during the Second World War).

Understanding the Forms of Texts

LS2.01 – explain how elements of specific forms influence meaning in informational texts (e.g., analyse the function of elements such as summaries, diagrams and charts, introductions, and conclusions in various informational texts; explain the importance of elements such as the table of contents, index, and bibliography in informational books);

LS2.02 – explain how elements of specific forms influence meaning in literary texts (e.g., explain the role of suspense, description, and humour in maintaining readers' interest in a novel; explain how the language of the narrator in a dramatic monologue reveals character).

Understanding the Elements of Style

LS3.01 – describe the language in a variety of informational and literary texts and explain how it is used to create an appropriate voice and style to communicate information, ideas, and emotions (e.g., explain how the use of appropriate business and technical language gives authority to a writer's ideas; explain why writers combine plain language and specialized terms in technical writing; describe the effect of the use of concrete and abstract language in a poem);

LS3.02 – describe the rhetorical and literary devices, such as allusion and irony, used in literary and informational texts, and explain how the devices enhance the meaning (e.g., explain the dramatic irony in a play and how it contributes to the theme; discuss how allusion and irony convey meaning in newspaper columns and magazine articles);

LS3.03 – explain the impact of the authors' choices of language and stylistic devices on the reader by examining their own and others' interpretations of the style of texts;

LS3.04 – explain how authors and editors use design elements to organize content and communicate ideas (e.g., compare the function of borders, shading, colour, type style, type size, and page layout in magazines for different audiences; assess the contribution of graphs, flowcharts, and timelines in business reports).

Writing

Overall Expectations

WRV.01 · use a variety of print and electronic sources to gather information and ideas and to develop topics for personal, school-related, and workplace-related writing;

WRV.02 · identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately;

WRV.03 · use a variety of organizational structures and patterns to produce coherent and effective written work;

WRV.04 · revise their written work, collaboratively and independently, with a focus on accuracy of information, coherent organization, clear expression, and appropriate voice and style;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics for written work, including an independent study project, by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas (e.g., consult relevant newspaper and magazine articles and books to select, broaden, or narrow a topic; search job databases for information on personal career opportunities and job-search skills);

WR1.02 – classify and organize information, ideas, and sources to suit specific forms and purposes for writing (e.g., use index cards to classify and order information and ideas for an oral, written, or multimedia presentation; cluster key images for writing a poem; use a chart to compare how two different plays convey two different moods);

WR1.03 – analyse information and ideas gathered from a variety of print and electronic sources to determine whether the information and ideas are sufficient, relevant, and suitable to the form and purpose for writing;

WR1.04 – use information and ideas from prior knowledge, personal experience, and research to develop content for personal, business, and technical writing (e.g., use personal experience and information from interviews with employers and employees to write a report about workplace safety; create an action plan and portfolio for a job search).

Choosing the Form to Suit the Purpose and Audience

WR2.01 – select and use an appropriate form to produce written work for a specific audience and purpose (e.g., outline a study plan or course of action in an e-mail message to a teacher; write a covering letter to accompany an application for a job; use an e-mail format to write a memo for supervisors and co-workers about a new product);

WR2.02 – use literary and informational texts as models of writing for specific purposes and audiences;

WR2.03 – select and use a voice and style appropriate to the specific purpose and intended audience of business, technical, workplace, and personal communications (e.g., use an informal, conversational style in a personal letter; use a plain, concise style in a report; use a plain, factual style to write a statement for the police describing an accident).

Organizing Ideas and Information in Written Work

WR3.01 – apply knowledge of report structure to organize written reports, using:

(·) an introduction that identifies the topic and explains its significance or poses an inquiry question;

(·) a body that presents information and data in connected and coherent paragraphs supported by graphics, illustrations, and charts;

(·) a conclusion that presents insights or recommendations;

WR3.02 – apply knowledge of essay structure to organize short essays, using:

(·) an introduction that engages the reader and introduces the topic or controlling idea;

(·) a body that develops ideas logically and coherently and incorporates supporting examples and anecdotes;

(·) a conclusion that follows logically from the introduction and body and presents a summary or generalization;

WR3.03 – use patterns such as cause and effect, problem-solution, classification, or positives and negatives to organize information and ideas in reports and short essays (e.g., use classification or problem-solution to organize a report about workplace safety; use a cause-and-effect pattern in a personal essay about success in school or work; use positives and negatives to develop a thesis in a short essay about a global issue).

Revising Drafts

WR4.01 – revise the content and organization of drafts by adding relevant details and examples, restructuring information, and strengthening connections between ideas (e.g., integrate and synthesize data by summarizing information from several sources; add details to a letter giving advice about alternative solutions to a conflict);

WR4.02 – revise drafts to improve vividness, accuracy, and effectiveness of expression (e.g., assess the effectiveness of language in a formal letter of complaint; use feedback from a peer conference to select alternative words and phrases in a poem);

WR4.03 – revise drafts to maintain an appropriate voice and style (e.g., modify the language in a workplace memo to reflect a manager's "voice"; revise a report for consistent use of a plain-language style appropriate to the workplace; examine the pronouns used in written work for consistency of person and gender; use a checklist to examine writing for consistent use of inclusive and anti-discriminatory language);

WR4.04 – revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., acknowledge reference materials in bibliographies and parenthetical references or footnotes);

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., adapt electronic templates to create a résumé and covering letter for a job application; select the most effective fonts, typefaces, and type sizes to publish an instruction manual);

WR5.03 – identify strengths and weaknesses in their writing skills and create action plans to improve these skills for success in careers and the community;

WR5.04 – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

(·) Grammar and Usage: use parts of speech correctly and construct sentences to communicate ideas clearly (e.g., use correctly the comparative and superlative degrees of adjectives and adverbs; place words such as only, nearly, scarcely, always, just, and even where they make the intended meaning clear to the reader; avoid using reflexive pronouns such as myself, themselves in compound subjects and objects);

(·) Grammar and Usage: use parallel structure for clarity in lists and instructions (e.g., use the same grammatical form for items in a list; use the imperative consistently when writing instructions);

(·) Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules and patterns for doubling final consonants before a suffix; spell as separate words commonly used expressions such as a lot, in between, every time);

(·) Spelling: use commonly confused words correctly (e.g., learn spelling and use of adapt/adopt, choose/chose, complement/ compliment, desert/dessert, loose/lose);

(·) Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., refer to original sources such as letters and catalogues for the spelling of names, companies, and products; consult directories for accurate business spellings);

(·) Punctuation: use punctuation correctly to achieve clarity in writing (e.g., use punctuation consistently within a text; recognize that the principle of clarity is most important in governing the use of individual marks of punctuation).

Language

Overall Expectations

LAV.01 · use knowledge of vocabulary and language to read, write, and speak competently, with a focus on choosing, developing, and sustaining an appropriate voice and tone in personal, creative, and workplace-related communications;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in interviews, oral reports, and meetings.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01 – apply a variety of strategies to extend vocabulary, with an emphasis on acquiring the language proficiency needed to function as responsible citizens, pursue careers, and participate in the community (e.g., keep a personal list of significant words and phrases related to renting an apartment, buying insurance, and owning a car; use knowledge of roots, prefixes, and suffixes to extend vocabulary; compare vocabulary and sentence patterns used in a formal business letter and a personal e-mail message on the same topic);

LA1.02 – explain the meaning and function of words and expressions specific to various community and workplace contexts (e.g., report on vocabulary specific to their own work or community service; list and define words from classified advertisements to use in applying for a job; role-play a workplace meeting and assess the impact of each speaker's language);

LA1.03 – select and use appropriate language to communicate in a consistent voice and tone in a variety of spoken and written communications (e.g., simulate workplace telephone conversations or interviews; write a letter of complaint to a store manager about bad service; compose a thank-you letter to the school's parents' council to express appreciation);

LA1.04 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., refer to recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LA2.01 – communicate orally for a variety of purposes, with a focus on assessing the validity of main arguments and supporting details; applying information and ideas in new situations; using specialized language appropriately; exploring alternatives; and identifying values, priorities, and perspectives;

LA2.02 – communicate orally in group discussions, applying such skills as the following: contributing productively to discussions; setting priorities; recording and assessing key information; summarizing the discussion; reporting on the process used by the group to solve problems; and completing tasks as required to produce high-quality presentations and products;

LA2.03 – use critical listening skills to understand the content of oral communications (e.g., note the order in which information and examples are presented; ask questions to extend understanding and explore alternatives; make checklists and reminders based on oral communications);

LA2.04 – use techniques for making effective oral presentations, with a focus on organizing material coherently, choosing relevant examples, using pauses and repetition, incorporating visual aids and technology, providing opportunities for questions, and following accepted protocol at meetings;

LA2.05 – identify strengths and weaknesses in their oral communication skills and make an action plan to improve these skills for success in the workplace and community.

Media Studies

Overall Expectations

MDV.01 · use knowledge of the characteristics of media forms, representations, audiences, and industry practices to assess a variety of media works;

MDV.02 · demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

MD1.01 – demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., prepare an oral presentation on bias in a TV documentary; identify aspects of Canadian culture as represented in a range of Canadian television programs and films; write a report describing how a marketing campaign is constructed to appeal to a specific audience);

MD1.02 – explain how the key elements of a variety of media forms are used to communicate information and/or to influence people (e.g., compare the techniques used in instructional videos and printed manuals about using a household appliance; assess how language is used in advertisements to influence consumers);

MD1.03 – explain the relationship between audience and interpretation by analysing the reactions of different audiences to a variety of media works (e.g., listen to an open-line phone-in radio program and discuss the relationship between its content and the demographics of the audience);

MD1.04 – explain the connections between media works, media industry practices, including marketing and distribution methods, and such factors as industry codes and government regulations (e.g., report on the marketing of toys and fast food related to movies; assess the effects of Canadian content regulations on local radio and television programming).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., create a photo essay on workplace safety for a clearly identified audience and describe how it would be changed for a different audience; create a commercial for a school event to be aired on one or more local radio stations);

MD2.02 – demonstrate an understanding of the connections among form, purpose, audience, and production options by describing design and production choices made during the creation of media works (e.g., write a short personal essay describing the solutions to practical and economic challenges encountered in the creation of a media work).

Unit 1: Rights, Responsibilities, and Issues

Time: 30 hours

Unit Description

This introductory unit uses health and safety concerns as a context for developing the communication skills for the workplace. This unit examines health and safety concerns as they relate to students on a personal level. This unit also looks at workers' rights and their responsibilities in maintaining a workplace environment that is ethical and free from discrimination and harassment. Investigating the role of legislation and unions in maintaining the work environment is also an important aspect of the course. Students finish the unit by completing a culminating activity based on one of the issues studied.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment	Tasks
1.1 How Safe is Your Workplace? 8 hours	LS1.03, WRV.01, WR1.01, WR1.04, LA1.02, LA1.03	Thinking/ Inquiry Communication Application Observation checklist Writing rubric Feedback or oral presentation rubric Technical writing rubric	Examination of workplace health and safety issues through discussion and viewing of video clips Introduction of culminating activity for Unit 4 Compare and/or contrast prior experiences with health and safety in the workplace using a Venn diagram Compare and/or contrast paragraph, using material collected in Venn diagram Research skills and reading strategies used to investigate types of health and safety regulations in the workplace Develop interview questions on health and safety in the workplace Role play this interview Interview skills will be examined and developed Research skills used to complete technical writing task of formulating a bulletin of health and safety regulations for the workplace

Activity	Learning Expectations	Assessment	Tasks
1.2 Know your Rights and Be Ethical 10 hours	LS1.03, WR1.02, LAV.02, LA1.01, LA2.02, LA2.03, MD1.04, MD2.01	Knowledge/ Understanding Thinking/ Inquiry Application Communication Rubric for a culminating product	Discussion of ethics through personal experience as well as in the workplace Begin student glossary with terms: ethics, discrimination, and harassment Discussion of codes of ethics in workplaces in groups Compare and contrast priorities of jobs using graphic organizer Read report on ethics and discuss Compose a journal entry Mind map discussion with terms: discrimination and harassment Read story or article on discrimination and harassment and discuss Refer to Employment Standards Act or Ontario Human Rights Code and discuss the people to be contacted when a right violation occurs Analysis of rights violated in a real or fictitious scenario Write a summary report analysing rights Group discussion of rights addressing discrimination and harassment in the workplace Interview questions generated for contacts of right violations Guest speaker Note-taking skills used during guest interview Composition of a journal entry Creation of poster to illustrate problems associated with discrimination, harassment or ethics in the workplace
1.3 You be the Judge 5 hours	LS1.03, WRV.03, WR2.03, LAV.01, LA2.01, LA2.05	Knowledge/ Understanding Communication Application	Examination of violated laws in case studies of discrimination and harassment through discussion, summarizing content, determining law violations, recording decision and supporting details and presenting Formal letter of recognition to worker that expresses regret and understanding of situation Review of format for formal letter writing Worksheets or textbook exercises on proofreading, editing and revising skills Role play a case study in the form of a debate on discrimination and/or harassment in the workplace

Activity	Learning Expectations	Assessment	Tasks
1.4 Putting it all Together 7 hours	WR1.02, WR1.04, WR2.01, WR5.02, MD2.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Case study involving one of the issues in the unit Choice for culminating activity on various issues discussed in unit Possible choices are series of posters, pamphlet, storyboard for a commercial, informational page, newsletter, website, interactive display, visual essay or collage

Activity 1.1: How Safe Is your Workplace?

Time: 8 hours

Description

This introductory activity is devised to give students the opportunity to bring their own personal experiences and interests to the exploration of issues of health and safety in the workplace. The principles of health and safety are studied and applied through many different activities. The initial activity explores issues through videos and CDs in order to make students aware of the issues and of the importance of accident prevention. Students demonstrate the writing process through persuasive and technical writing. Students are encouraged to demonstrate the inquiry process using the required research skills. Presentation skills and questioning techniques are strongly emphasized in this activity through the interview process. After obtaining a basic understanding of health and safety issues, students move to an examination of their own rights and responsibilities throughout the first unit

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Learning Expectations

LS1.03 - interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts;
WRV.01 - use a variety of print and electronic sources to gather information and ideas and to develop topics for personal, school-related, and workplace-related writing;
WR1.01 - investigate potential topics for written work, including an independent study project, by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas;
WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal, business, and technical writing;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in interviews, oral reports, and meetings;
LA1.03 - select and use appropriate language to communicate in a consistent voice and tone in a variety of spoken and written communications.

Prior Knowledge & Skills

- Ability to use the writing process
- Ability to write a comparison paragraph
- Ability to use graphic organizers
- Ability to research using print and electronic sources

- Ability to analyse and summarize information
- Ability to present material both in writing and orally
- Ability to create a visual display

Planning Notes

- Provide the students with the overview of the course and the Culminating Activity.
- Establish the writing process that will be followed throughout the course.
- Use the *Live Safe, Work Smart* Resource package that is current and available in every school.
- Work in conjunction with the cooperative education program teacher(s). This may be a great resource and support for your program.
- Gather examples of health and safety regulations and bulletins from the workplace.
- Establish a database of useful websites for job exploration. Update it regularly and encourage students to participate in this activity.
- Collect video clips that deal with the issues of workplace health and safety. Be sensitive to the area of bias in this regard.

Teaching /Learning Strategies

1.1.1 **Student Activity:** Students view videos relating to workplace health and safety issues and/or read safety regulations from various workplaces. Students discuss why safety issues are particularly important to young workers.

Teacher Facilitation: The teacher provides video clips and safety regulations. Use appropriate videos in *Live Smart, Work Safe* published by the Ontario Workplace Safety and Insurance Board. It includes several appropriate videos such as "Things You'd Better Know…to work smart, work safe" and "We Miss David." This resource kit also includes CDs and posters, as well as a resource binder. Teachers may also choose to discuss clips from videos dealing with work-related safety issues. Teachers show the students regulations from various workplaces on an overhead projector or photocopy sample regulations from different occupations. Students conduct a jigsaw exercise.

1.1.2 **Student Activity:** Students receive the Culminating Activity for Unit 4. There will be opportunity for discussion and questions.

Teacher Facilitation: Provide the Culminating Activity and review expectations with the class.

1.1.3 **Student Activity:** Students write down one type of job that they have had (either volunteer or paid) and make a point-form list of the health and safety issues/rules that applied to this job. Compare list with a partner. Use a Venn diagram to compare and contrast the health and safety rules of these two jobs.

Teacher Facilitation: The teacher may begin by modelling this task on the board or overhead. The teacher may provide the students with a Venn diagram template. For example, if you were to compare babysitting and lawn maintenance, chemicals, sharp objects, etc. would appear in the overlapping area.

1.1.4 **Student Activity:** Students write a comparison paragraph using the material gathered with their partner and recorded in a Venn diagram, in Strategy 1.1.3. Students write an outline and then a first draft. Students share writing with the same partner for peer-editing purposes. Students revise, edit, proofread and word process their paragraph before submitting it to the teacher for final evaluation.

Teacher Facilitation: Prior to assigning this task, the teacher may need to review paragraph structure (topic sentence, supporting details) and review the explicit skills necessary for writing a comparison paragraph. The teacher may need to review audience and formal and informal tone.

1.1.5 **Student Activity:** After brainstorming a list of interesting occupations as a class, students investigate the health and safety regulations associated with a job of their choice. Students conduct their research using print and electronic material. Students fill in the information collected in the graphic organizer provided for a research report.

Teacher Facilitation: The teacher makes a list on the board of many occupations of interest to the students. Encourage the students to add to the list of occupations, with an emphasis on those that will be needed in the future. The teacher may choose one occupation to use as a model. Prepare a graphic organizer or develop one as a class. It may contain the following headings: responsibilities, hazards, prevention, accidents, and rights.

1.1.6 **Student Activity:** Students create a list of interview questions for a role-playing activity relating to the health and safety regulations and practices in the occupation they researched in Strategy 1.1.5. Students may ask questions such as: What dangers are there related to this job? What are the emergency procedures? When will I receive WHMIS training? Is there any safety clothing that should be worn?

Teacher Facilitation: The teacher may give students a few sample questions. Review interview and questioning techniques as well as personal presentation skills like eye contact, etiquette, etc. Prior to the preparation of the questions and interview, the teacher provides a rubric to be used to evaluate the content of the interview and the oral presentation.

1.1.7 **Student Activity:** Students role-play the interview in front of the class. Students prepare for an interview regarding their chosen occupation (previously researched in Strategy 1.1.5 and rehearsed in Strategy 1.1.6) with a partner who is acting as a member of the Health and Safety Committee. Repeat this task with a partner in reverse roles.

Teacher Facilitation: The teacher evaluates the role-play activity.

1.1.8 **Student Activity:** Students develop a list of the health and safety regulations to be included in a bulletin (poster format) to be posted in the workplace. It is recommended that students use the occupation that they have become very familiar with through Strategies 1.1.5-1.1.7. After they have the list edited by a peer and then approved by the teacher, students are expected to make this bulletin visually appealing, effective, and appropriate for the audience (employees) of the chosen workplace.

Teacher Facilitation: The teacher will show exemplars or 'real' examples from various workplaces. Teachers may need to review the components of effective poster making as well as technical writing at this time.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart	Links to Learning Skills *
Examination of Issues	Checklist	Knowledge/Understanding Thinking/Inquiry	Work Habits, Works Independently
Comparison Paragraph	Rubric	Thinking/Inquiry Communication	Work Habits, Works Independently
Research Report Organizer	Checklist	Thinking/Inquiry	Work Habits, Works Independently
Interview Presentation	Rubric	Communication Application	Team work, Initiative
Bulletin	Rubric	Thinking/Inquiry Application	Work Habits, Works Independently

* These links and the student learnings about their own work habits are important to their personal development. While their assessment does not contribute to the final mark it is considered in the Learning Skills section of the report card.

Resources

Saliani, Dom. *Communicate*. Toronto: Nelson Canada, 2001. ISBN 0-17-619718-4

Schaefer, Nancy. *Good Job!* Toronto: Stoddart Publishing Co. Limited, 2000. ISBN 0-7737-6185-3

Live Safe, Work Smart, WSIB Ontario, Workplace Safety & Insurance Board, WSIB Communications Division, 2001. CD and video package included

Activity 1.2: Know Your Rights and Be Ethical

Time: 10 hours

Description

This activity is intended to introduce students to ethics and rights in the workplace, specifically in the areas of discrimination and harassment. Student glossaries that will be used throughout this course are started. Students examine various sources to gain an understanding of the importance of workplace ethics and rights. Journal writing and a summary report are used to have students reflect on their personal opinions, and those of others, in relation to the topics being discussed. The class generates questions for a guest speaker on the topics of discrimination and harassment. As a culminating activity, students create a brochure or poster promoting an awareness of workplace harassment and discrimination.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Learning Expectations

LSV.02 - demonstrate an understanding of the elements of a range of forms of fiction, non-fiction, drama, poetry, and informational material;

LS1.03 - interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts;

WR1.02 - classify and organize information, ideas, and sources to suit specific forms and purposes for writing;

WR5.04 - edit and proofread their own and others' writing, identifying, and correcting errors according to requirements for grammar, usage, spelling, and punctuation listed below:

(*) Grammar and Usage: use parts of speech correctly and construct sentences to communicate ideas clearly;

(*) Grammar and Usage: use parallel structure for clarity in lists and instructions;

(*) Spelling: demonstrate and understanding of a variety of spelling patterns, rules and strategies by recognizing and correcting their own and others' spelling errors;

(*) Spelling: use commonly confused words correctly;

(*) Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling;

(*) Punctuation: use punctuation correctly to achieve clarity in writing;

LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in interviews, oral reports, and meetings;

LA1.01 - apply a variety of strategies to extend vocabulary, with an emphasis on acquiring the language proficiency needed to function as responsible citizens, pursue careers, and participate in the community;

LA2.02 - communicate orally in group discussions, applying such skills as the following: contributing productively to discussions; setting priorities; recording and assessing key information; summarizing the discussion; reporting on the process used by the group to solve problems; and completing tasks as required to produce high-quality presentations and products;
LA2.03 - use critical listening skills to understand the content of oral communication;
MD104 - explain the connections between media works, media industry practices, including marketing distribution methods, and such factors as industry codes and government regulations;
MD2.01 - design or create media works based on ideas, themes, and issues examined in this course.

Prior Knowledge & Skills

- Ability to present material in a written journal format
- Ability to take notes during a question and answer period with a guest speaker
- Ability to use persuasive language
- Ability to use techniques for creating effective posters
- Ability to use proofreading and editing skills properly
- Ability to write summary reports

Planning Notes

- Have students begin a glossary that will be added to throughout the course. Teachers provide definitions for the terms that they find appropriate for their class. The teacher instruct students to make a separate section in their notebooks for this glossary
- Locate a variety of Codes of Ethics from workplaces. If none can be found, all school boards have a Code of Ethics available.
- Locate a guest speaker for Strategy 1.2.11 from the list of possibilities.
- Locate a case study about an ethical issue. Guidance, Co-op and law teachers also have resources for this task.
- Consider using law books as a source for case studies about the various topics examined. Law teachers should have textbooks available.
- Find a story or article on discrimination and/or harassment. It is not necessary that this story or article be specifically about the workplace.
- Consider the use of graphic organizers for some of the activities.
- Ensure confidentiality for students who may not wish to share their journal entries, depending on the personal content. (1.2.9)
- Connections to the culminating unit (Unit 4) should be made throughout these tasks.

Teaching/Learning Strategies:

1.2.1 **Student Activity:** Students are asked questions such as: What are ethics? Why are ethics important? Which ethics are important to you? Why are ethics important in various workplaces? In order to introduce the topic of ethics, students reflect on their own personal experiences and consider examples in the workplace.

Teacher Facilitation: Provide questions for discussion of ethics in the workplace. The teacher leads the discussion about ethics and asks students to reflect on their own personal experiences in the workplace.

Student Activity: Students begin a glossary of terms to be used throughout this course. Students are asked to record the definition for the word "ethics" in their glossary.

Teacher Facilitation: Provide students with a definition of the term "ethics" so students can record it in their glossaries.

1.2.2 **Student Activity:** Students examine Codes of Ethics from various workplaces. Students compare and contrast the priorities of various jobs as far as ethics are concerned, in small groups. Students may use a comparison/contrast graphic organizer for this activity.

Teacher Facilitation: The teacher provides students with several examples of various Codes of Ethics from a variety of workplaces. The teacher circulates among groups to ensure understanding of the activity and that students are on task. The teacher may provide a graphic organizer to the groups and may assess learning skills at this time.

1.2.3 **Student Activity:** Students read a report on ethics in a particular workplace. Ethics in the workplace and everyday life are discussed. In order to aid discussion, students relate specifically to the report that they have just read.

Teacher Facilitation: The teacher provides students with a report or story on ethics in a particular workplace. Resources that could be used are "The Body Shop" in *Expanding Your Horizons: A Career Guide,* "The Big Story" in *Foundations 11* or "Business Ethics: When Your Conscience Calls the Shots" from *Realm Magazine*. The teacher leads a discussion that relates specifically to the report or story read and how it relates to ethics.

1.2.5 **Student Activity:** Students write a journal entry using the information gathered in the previous activities to answer the question: Why are ethics important in all jobs and everyday life?

Teacher Facilitation: The teacher needs to instruct students to use personal opinion as well as material previously reviewed in this sub task to complete this activity.

1.2.6 **Student Activity:** The following questions are posed for student discussion: Is it possible for a person's ethics to be challenged? This leads students to discuss, through teacher facilitation, the terms "discrimination" and "harassment." The teacher begins a mind map on the board with the two terms. After discussion, students put a definition of the terms in their glossaries. Students read a story or article where discrimination or harassment is portrayed. Students discuss the characters in the story or article and how they have been discriminated against or harassed.

Teacher Facilitation: The teacher facilitates a discussion of the terms. It is also necessary for the teacher to provide students with examples or scenarios to which they can relate in order to facilitate a discussion of ethical discrimination and harassment. The teacher may choose to provide students with a story or article where discrimination or harassment is addressed. Examples of resources that could be used are "Excerpt from Night" in *Foundations 11* or "Paper Matches" in *Between the Lines 11*. After students read the story or article, the teacher begins another mind map using the characters in the story or article as a basis for discussion.

1.2.7 **Student Activity:** Students refer to the Employment Standards Act or the Ontario Human Rights Code. Students read and discuss as a class the ways in which discrimination or harassment can be dealt with, according to these documents. Students also discuss, as a class, who would be contacted if a violation of rights has occurred.

Teacher Facilitation: The teacher provides students with the Employment Standards Act and the Ontario Human Rights Code. The teacher leads a discussion about the ways in which discrimination and harassment can be dealt with in the workplace. The teacher generates a list of people who may be contacted if a person has been discriminated against or harassed.

1.2.8 **Student Activity:** Students are provided with a real or fictitious scenario and analyse the rights that have been violated. Students refer back to the previous activity to complete this task. The students complete a summary report analysing the rights violated in this case. They should provide solutions and a rationale to support their decisions.

Teacher Facilitation: The teacher provides students with a real or fictitious scenario to analyse. The teacher circulates amongst the class to ensure student understanding and make sure students are on task.

1.2.9 **Student Activity:** Students form groups and discuss rights that could address the kinds of harassment or discrimination that existed in their journal entries or scenarios provided by the teacher.
Teacher Facilitation: The teacher asks students to refer back to the Employment Standards Act and the Ontario Human Rights Code. The teacher circulates around the room to assist with the wording of the documents.

1.2.10 **Student Activity:** Students, as a class, generate a list of interview questions that can be asked of a person who would be contacted if a workers' rights have been violated, e.g., a human rights representative, Workers Compensation, a health and safety representative, human resources person, union representative. A list of possible contact is also generated.
Teacher Facilitation: The teacher advises students on which questions are best suited to their informational needs. The teacher provides assistance to students with regard to the list of contacts.

1.2.11 **Student Activity:** The class chooses a guest speaker from the list generated in class in the previous activity. The students ask the questions that were generated in the previous activity.
Teacher Facilitation: The teacher invites a speaker to the class who is willing to answer the questions that are generated by the class.

1.2.12 **Student Activity:** Students take notes on the answers given by the guest speaker. Students complete a journal entry answering the question: How important is this person's role in cases of harassment and discrimination in the workplace?
Teacher Facilitation: The teacher instructs students on note-taking skills in order for them to record the information provided by the guest speaker.

1.2.13 **Student Activity:** Students create a brochure or a poster that makes people in a workplace environment aware of the problems associated with harassment, discrimination or ethics by using the information that they have gathered throughout this sub task. Students use correct and persuasive language and use techniques for creating effective brochures or posters. Proofreading and editing are essential for this task.
Teacher Facilitation: The teacher instructs students on techniques associated with creating a poster and using correct and persuasive language. Examples of resources that could be used are *Foundations 11, Reference Points,* or *Communicate.* It is essential that the teacher stress the importance of proofreading and editing skills for students' final product.

Assessment & Evaluation of Student Achievement

Strategy/Task	Tool	Links to Achievement Chart	Links to Learning Skills*
1.2.3 Group Work	Observation	Knowledge/Understanding Application	Teamwork Work Habits
1.2.5 Journal Response	Checklist	Knowledge/Understanding Thinking/Inquiry Communication	Works Independently Organization
1.2.8 Summary Report	Rubric	Knowledge/Understanding Thinking/Inquiry	Works Independently Organization
1.2.13 Visual Representation	Checklist	Communication Application	Work Habits Initiative Works Independently

* These links and the student learnings about their own work habits are important to their personal development. While their assessment does not contribute to the final mark it is considered in the Learning Skills section of the report card.

Resources

Davies, Richard and Glen Kirkland. *Between the Lines 11*. Toronto: Nelson Canada, 2001. ISBN0-17-619706-0

Dawe, Robert and Paul Mallott. *Reference Points: A Guide to Language, Literature and Media*. Toronto: Pearson Education Canada Inc., 2001. ISBN 0-13-019871-4

Duncan, Barry. *Scanning Television: Teachers Resource Binder*

Elliot, Lindsay. "Business Ethics: When Your Conscience Calls the Shots" *Realm Magazine*, Burnaby, BC, Winter 2000/2001.

Employment Standards Act, Ministry of Labour, Government of Ontario – http://www.gov.on.ca/LAB/es/ese.htm

Hilker, Douglas and Sue Harper. *Foundations of English 11*. Toronto: Harcourt Canada, 2001. ISBN 0-7747-1494-8

Kearns, Susan and Judy Misener. *Expanding Your Horizons: A Career Guide*. Toronto: McGraw-Hill Ryerson Ltd., 1993. ISBN 0-07-551392-7

Ontario Human Rights Code, Ontario Human Rights Commission, Government of Ontario – http://www.ohrc.on.ca/english/code/hr.code.shtml

Saliani, Dom. *Communicate*. Toronto: Nelson Canada, 2001. ISBN 0-17-619347-2

Activity 1.3: You Be the Judge

Time: 5 hours

Description

This activity is designed to further develop students' understanding of discrimination and harassment in the workplace. Students apply the knowledge they have acquired from Activity 1.2 to both reinforce and extend their learning. A progressive continuum of tasks builds upon the foundation of case studies and prepares students to demonstrate their depth of insight through a performance task.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Learning Expectations

LS1.03 - interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts;

WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work;

WR2.03 - select and use a voice and style appropriate to the specific purpose and intended audience of business, technical, workplace, and personal communications;

LAV.01 - use knowledge of vocabulary and language to read, write, and speak competently, with a focus on choosing, developing, and sustaining an appropriate voice and tone in personal, creative, and workplace-related communications;

LA2.01 - communicate orally for a variety of purposes, with a focus on assessing the validity of main arguments and supporting details; applying information and ideas in new situations; using specialized language appropriately; exploring alternatives; and identifying values, priorities, and perspectives;

LA2.05 - identify strengths and weaknesses in their oral communication skills and make an action plan to improve these skills for success in the workplace and community.

Prior Knowledge & Skills

- Ability to write a formal letter
- Ability to work in groups
- Ability to organize a dramatic presentation and a debate
- Ability to understand the organizational framework of informational material
- Ability to proofread, edit and revise
- Familiarity with peer and self assessment

Planning Notes

- Gather and/or create a number of situations/scenarios that focus on a variety of types of discrimination and harassment in the workplace.
- Review the Employment Standards Act and Ontario Human Rights Code.
- Create a template for the organizational format of a formal letter.
- Generate worksheets or gather sample exercises to review language study skills.
- Book computer lab if required.
- Prepare group/oral presentation rubric.
- Consider using a debate format for Strategy 1.3.4.

Teaching/Learning Strategies

1.3.1 **Student Activity:** Students review the definitions of discrimination and harassment recorded in their glossaries. They read a case study and apply their knowledge and understanding of the Employment Standards Act or the Ontario Human Rights Code to identify the laws that have been broken. Students refer to notes made in their previous activities to support their decisions. They participate in a class discussion of the case study. Each group completes the following steps:

- Read the case study.
- Summarize its content.
- Determine what laws have been broken.
- Record the decisions and supporting details.
- Present materials.

Teacher Facilitation: The teacher distributes a case study to each student. A shared reading of material follows. A teacher-led discussion guides students to the identification of the law(s) that have been broken and elicits supportive details to confirm decisions. An instruction outline reviewing the five steps from above and a recording organizer using the pertinent headings for this assignment are provided.

1.3.2 **Student Activity:** Students each choose one of the case studies from the previous class activities. They draft a formal letter of recognition focusing on the violation of the worker's rights and expressing understanding and regret of the incident, to the worker.

Teacher Facilitation: The teacher reviews the format of the formal letter. A template of the organizational framework provides students with a model prior to beginning their draft. A review of language conventions appropriate for a formal letter is included in the lesson to guide student decisions. A list of conventions for a formal letter generated through class discussion is recorded for student reference during the writing process. The teacher circulates through the class providing encouragement and direction as students complete their draft letters.

1.3.3 **Student Activity:** Students complete a variety of teacher-generated worksheets or selected textbook exercises which focus on proofreading, editing, and revising skills. They apply this learning to their own work and produce a second draft of their letter. Students participate in the development of a checklist to assess their formal letter.

Teacher Facilitation: The teacher provides students with copies of the worksheets or exercises. A brief discussion follows completion of the skill sheets to clarify expectations. The teacher circulates as students apply these skills providing mini-lessons and direct instruction as required. During the follow-up class discussions, the teacher records on the board or overhead the items that will be included in the formal letter checklist.

1.3.4 **Student Activity:** Students are given a situation or case scenario and then asked to choose a performance format and present it to the class. Choose to re-enact a scenario in a workplace setting in the courtroom. Make decisions about roles and responsibilities and create a script. Practise and present to the class. Each group completes the following steps:

- Read the scenario.
- Identify the issues.
- Propose a solution/resolution.
- Present the scenario and resolution to the class.

Teacher Facilitation: The teacher distributes situations or scenarios to the students and facilitates the grouping of students according to their interests, skills, and needs. As group decisions are being made, the teacher monitors each group's progress and guides decision-making as required.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart	Links to Learning Skills*
Discussion of Case Study	Anecdotal	Knowledge/Understanding	Work Habits
Formal Letter	Checklist	Communication Accommodations	Works Independently, Initiative, Work Habits
Presentation	Rubric	Knowledge/Understanding Communication Accommodations	Teamwork, Initiative, Work Habits
Peer/self-assessment	Checklist	Accommodation	Works Independently

* These links and the student learnings about their own work habits are important to their personal development. While their assessment does not contribute to the final mark it is considered in the Learning Skills section of the report card.

Resources

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1490-5

Ontario Rights Commission – http://www.ohrc.on.ca

Ontario Ministry of Labour, Employment Standards – http://www.gov.on.ca./LAB/in.totm

Equal Opportunity Plan (EOP) – http://www.equalopportunity.on.ca

Activity 1.4: Putting It All Together

Time: 7 hours

Description

This final activity asks students to further develop their independent research skills and critical thinking skills. Students find and research a case that involves one of the issues explored earlier in the unit: workers' rights or health and safety issues. Students communicate their research and analysis of a case through a media product of their choice.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Learning Expectations

LSV.01 - read and demonstrate an understanding of texts from various countries and cultures, with an emphasis on interpreting and assessing information, ideas, and issues;
LS1.01 - use knowledge of the elements and organizational texts to understand information from print and electronic sources;
LS1.03 - interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts;
WR1.01 - investigate potential topics for written work, including an independent study project, by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas;
WR1.02 - classify and organize information, ideas, and sources to suit specific forms and purposes for writing;
WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal, business, and technical writing;
WR2.01 - select and use an appropriate form to produce written work for a specific audience and purpose;
WR5.02 - produce, format, and publish written work, using appropriate technology to share writing with intended audiences;
LA1.03 - select and appropriate language to communicate in a consistent voice and tone in a variety of spoken and written communications;
MD2.01 - design or create media works based on ideas, themes, and issues examined in this course.

Prior Knowledge & Skills

- Ability to develop questions
- Ability to analyse case studies
- Ability to write for various purposes and audiences
- Ability to create media products

Planning Notes

- Provide opportunities for the students to work in both the library/resource centre and computer lab to research and create media products.
- Provide a list of possible issues students can research in their case studies.
- Show examples of various media products listed in the Unit Overview Chart.
- Make clear that choice of media product must be different at the end of each unit in the course. Media products created in the first unit will serve as examples for future units.
- Discuss research topic and availability of resources with library staff.

Teaching/Learning Strategies

1.4.1 **Student Activity:** Students find and research a case study that deals with an issue covered previously in the unit. Issues may include: harassment, discrimination, health and safety concerns, violation of workers' rights, workplace regulations, etc. As a class, students develop a set of 5-10 questions to be used to explore and analyse the case study. Questions may include: What rights were violated in this case? Who is responsible for ensuring that regulations were followed? What ethics were challenged in this case? Students look at how the case was resolved and agree or disagree with the resolution. Students support their responses with research.
Teacher Facilitation: The teacher assigns students the task of finding a case study that deals with the issues considered throughout the unit. The teacher helps students to create a set of 5-10 questions to be used to analyse and solve the case. Once questions have been generated the teacher circulates among students as they research a case study in the library/resource centre.

1.4.2 **Student Activity:** Students use a case study and research gathered to communicate information through a media product of their choice to classmates. Students choose to create one of the following: pamphlet, storyboard for a commercial, informational page, newsletter, website, interactive display.
Teacher Facilitation: The teacher informs students that they are to choose the media product that best communicates the information gathered through the case study analysis and research. Teachers inform students that a list of possible products will be used throughout the course and that at the end of each unit students will be required to choose a different media product to communicate what they have learned in that particular unit. Teacher shows examples of various media products listed. Teacher uses Appendix 1 to evaluate media product.

Resources

Davies, Richard and Glen Kirkland. *Between the Lines 11*. Nelson Canada, Toronto: 2001. ISBN 0-17-619706-0

Dawe, Robert and Paul Malott. *Reference Points: A Guide to Language, Literature, and Media*. Toronto: Pearson Education Canada Inc., 2001. ISBN 0-13-019871-4

Hilker, Douglas and Sue Harper. *Foundations of English 11*.Toronto: Harcourt Canada, 2001. ISBN 0-7747-1494-8

Appendices

Appendix 1 – Rubric for Culminating Activity

Appendix 1

Rubric for Culminating Product

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - uses conventions of selected form - demonstrates understanding of information, ideas, concepts, themes researched	- limited use of convention of selected form - demonstrates limited understanding of information, ideas, concepts, themes researched	- some use of conventions of selected form - demonstrates some understanding of information, ideas, concepts, themes researched	- considerable use of conventions of selected form - demonstrates considerable understanding of information, ideas, concepts, themes researched	- thorough use of conventions of selected form - demonstrates thorough and insightful understanding of information, ideas, concepts, themes researched
Thinking/ Inquiry - interprets, classifies, and organizes information, ideas	- shows limited evidence of organizational structure	- shows some evidence of organizational structure	- shows considerable evidence of organizational structure	- shows highly effective evidence of organizational structure
Communication - communicates a sense of audience and purpose - uses language and images to communicate information, ideas	- communicates with a limited sense of audience and purpose - uses language and images to communicate information, ideas with limited effectiveness and clarity	- communicates with some sense of audience and purpose - uses language and images to communicate information, ideas with some effectiveness and clarity	- communicates with considerable sense of audience and purpose - uses language and images to communicate information, ideas with considerable effectiveness and clarity	- communicates with strong sense of audience and purpose - integrates language and images to communicate information, ideas with a high degree of effectiveness and clarity
Application - uses technology appropriately - uses language conventions effectively	- uses appropriate technology with limited effectiveness - applies language conventions with limited effectiveness	- uses appropriate technology with some effectiveness - applies language conventions with some effectiveness	- uses appropriate technology with considerable effectiveness - applies language conventions with considerable effectiveness	- uses appropriate technology with high degree of effectiveness - applies language conventions with high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.